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## ASSIGNMENT BOOKLET A

CMH3030

Community Health 3030: Section 1 Assignment and Section 2 Assignment

### FOR STUDENT USE ONLY

Date Assignment Submitted:

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Time Spent on Assignment:

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(If label is missing or incorrect)

Student File Number:

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Course Number:

### FOR OFFICE USE ONLY

Assigned Teacher: \_\_\_\_\_

Assignment Grading: \_\_\_\_\_

Graded by: \_\_\_\_\_

Date Assignment Received:

### Student's Questions and Comments

Apply Course Label Here

Name	Address	Postal Code
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Please verify that preprinted label is for  
correct course.

### Teacher's Comments

\_\_\_\_\_  
Teacher

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- Are all the assignments completed? If not, explain why.
- Has your work been reread to ensure accuracy in spelling and details?
- Is the booklet cover filled out and the correct course label attached?

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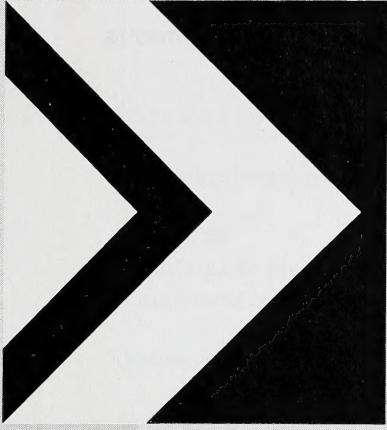
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# CAREER & TECHNOLOGY STUDIES

ASSIGNMENT  
BOOKLET A

Aging  
CMH 3030



Learning  
Technologies  
Branch

**Alberta**  
LEARNING

## FOR TEACHER'S USE ONLY

### Summary

	Total Possible Marks	Your Mark
Section 1 Assignment	15	
Section 2 Assignment	45	
	60	

### Teacher's Comments

This document is intended for	
Students	✓
Teachers	✓
Administrators	
Parents	
General Public	
Other	

Community Health 3030

Aging

Assignment Booklet A

Learning Technologies Branch

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## **ASSIGNMENT BOOKLET A COMMUNITY HEALTH 3030—AGING**

Your mark on this course will be determined by how well you do your assignments.

Work slowly and carefully. If you are having difficulties, go back and review the appropriate section.

There are two section assignments in this Assignment Booklet. The total value of these assignments is 60 marks. The value of each assignment is stated in the left margin.

You may do your rough work on your own paper.

Be sure to proofread each assignment carefully.

15

### **Section 1 Assignment: Our Senior Citizens**

**Read all parts of your assignment carefully and record your answers in the appropriate places.**

1. Following are three brief scenarios. Read them and answer the questions that come after them.

- Tiffany and Alex were discussing the older man who had moved in three houses over from them. “He’s such an old grump—always wants his paper right on his step,” complained Alex. “I don’t like having seniors for customers. They’re all the same—grouchy and fussy. And they all take forever getting out their money to pay you each week.” “Yeah,” agreed Tiffany, “and they’re creepy too. I mean, you say something to them and they just stare at you. I guess they’re all deaf or senile or something.”
- Samira and her committee were in charge of setting prices and ticket sales for their upcoming drama production. She suggested a special rate for seniors, but this idea sparked some debate. “Why do they need a special rate?” asked Scott. “They all have lots of money. They’re always getting a discount on everything they do and buy. They’re just stingy.”
- George was waiting for a bed in the hospital to have some elective surgery done. He was complaining about the wait to a friend. “You know why we have all this wait, don’t you? The beds are all tied up with old people. They overuse our medical system and never pay for it. No one else gets a chance to use it even though we’re the ones paying for everything.”

- a. Make a list of all the different types of stereotyping going on in these three scenarios.

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- ② b. For each of these three scenarios, imagine that you were an older person being stereotyped. Write a short rebuttal (or counter argument) of a few sentences for **each** of the three.

(There is more room for your answer on the next page.)

(There is more room for your answer on the next page.)

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- ③ c. Suggest at least **three** reasons why stereotyping of the elderly is so common in our society.

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- ③ d. Now suggest at least **three** things that could be done to combat stereotyping of this sort.

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2. Following are three more short scenarios. Once again, read them and answer the questions that come after them.

  - Ryanne's parents are retired, and she can never find them at home. They volunteer at the church to take care of the lawn and flower beds in the summer. They also deliver Meals on Wheels Thursday and Friday and visit at the hospital one afternoon a week. In the evening they go bowling or play bridge with friends a couple of times a week.
  - Keigan is proud of how his grandparents and their friends helped out with this year's local fair and rodeo. The seniors' club worked very hard to produce a float for the opening parade, and they won second prize for their effort. As well, the members of the club all donated their time to help with the 4-H food booth on the fair grounds, and his grandfather helped to harrow the rodeo infield so it would be ready for the cowboys and horses and bulls. Grandma, not to be outdone, was in charge of VIP ribbons and passes for the gates at the rodeo.
  - Else's grandfather sent her one of the calendars he was selling to help raise funds for STARS Air Ambulance. He was always canvassing for some charity or donating time to help fix up the local ball diamonds. He and Grandma enjoyed being helpful and giving of their time to the children in the school lunch program, even though their own children were grown and gone away to the city. As Else's grandpa always says, "If people don't help out, things won't get done. The best things we do are the ones we do for our family and community."

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- a. Make a list of all the different examples of contributions made by senior citizens in these three scenarios.

(3)

- b. Now suggest at least **six** types of contributions frequently made by seniors that are not mentioned in the scenarios.

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## Section 2 Assignment: Aging and Change

**Read all parts of your assignment carefully and record your answers in the appropriate places.**

(15)

1. In Activity 4, you looked at three age-related health problems faced by many seniors and their families:

- Alzheimer's disease
- osteoporosis
- strokes caused by hypertension

There are, of course, other common age-related diseases and conditions that seniors must confront. Some of the more common ones are

- osteoarthritis
- Parkinson's disease
- heart conditions (heart attacks; congestive heart failure)
- certain cancers (for example, bronchogenic carcinoma, a form of lung cancer)
- emphysema

Your job is to select **one** of these health conditions (one of those discussed in the course, one of the others listed here, or, if your teacher agrees, another condition) and research it. Then you are to report your findings under these headings:

- Signs and Symptoms
- Treatment and Care
- Impact on the Individual, Family, and Community
- Support Resources Available (community, provincial, national and/or international)

You can employ several methods in doing your research. Here are a few suggestions:

- Use your school or local library. Go to the medical section and/or ask your librarian for help.
- Use the Internet if you have access to it. Begin by searching out key words on your favourite search engine and seeing where they take you.
- Contact your local community health service and ask for literature or other information.
- Contact a support group for the condition you're researching and ask for information. Check the phone book for a number or find the appropriate website on the Internet.
- Talk with people who live with the condition—both sufferers and family members—and see what they can tell you. (Be sure to have questions prepared ahead of time.)

**Note that looking ahead to Section 3: Activity 1 may help with your research on support resources available.**

If you choose to research one of the three conditions discussed in the course, you'll have a head start on other students. For this reason, rather more will be expected of you. In other words, your teacher will want to see evidence of significant research over and above what appears in the course material. If you wish to research an age-related condition not mentioned here, be sure to get permission from your teacher first.

You may write up your findings under the appropriate headings provided here, or you can do your work on computer and firmly attach the print-out to this Assignment Booklet. If you do the latter, be sure to label your answer with

- your name
- the course name and number
- the assignment number
- your student number, if applicable

**Name of Condition or Disease:**

## **Part I: Signs and Symptoms**

## **Part II: Treatment and Care**

### **Part III: Impact on the Individual, the Family, and the Community**

#### **Part IV: Support Resources Available**

(7)

2. Read the following scenario and answer the question that follows it.

Mrs. Petruk is 83 years old. Her husband died three years ago, and since then Mrs. Petruk has lived alone in the family home. Her hearing and sight aren't what they used to be, and she seems to nap a lot during the day; however, she insists that she'll never be placed in a home where she would just "be waiting to die." She insists that this wouldn't even have been considered "back in the old country."

Mrs. Petruk's youngest child, Vivian, is very worried about her mother. The old house isn't kept clean any more, and she knows that her mother isn't eating properly. The other day, Vivian came to see her mother, only to find the kitchen filled with smoke; her mother was quietly rocking in front of the TV set, unaware that once again she'd let the tea kettle boil dry. Vivian is terrified that next time the house will burn down with her mother in it. Either that, or her mother, who insists on continuing to drive, will kill herself and/or other people on the highway.

Vivian feels that something must be done. She contacts her two older brothers, both of whom are, like Vivian, raising families of their own while holding down stressful jobs. Everyone agrees that the present situation can't continue, but they don't know what to do.

Having analysed this situation, what would your advice be to Vivian and her brothers? In your answer, suggest various alternatives to the present state of affairs and explain their pros and cons. Then describe what you think the best solution would be, along with your reasons. In your analysis, consider such things as

- Mrs. Petruk's loneliness since the death of her husband
- her fear of being institutionalized and her longing for the family support she would have received "back in the old country"
- financial matters
- possible changes in family roles and the impact on Mrs. Petruk's children and their families
- ethical and cultural considerations

(There is more room for your answer on the next page.)

(There is more room for your answer on the next page.)

3. Read the scenario that follows and answer the questions that follow it.

Mr. Pietersma, 72 years old, died suddenly of a massive stroke while golfing with his wife. Mrs. Pietersma, 68, found herself alone for the first time in 50 years. The death was entirely unexpected; Mr. Pietersma had been a healthy, robust man. He and his wife had lived by themselves in the family home, and were enjoying an active retirement.

While Mr. Pietersma had always relied on his wife to look after the home and the children, she had, in turn, relied on him to manage the family financial and business affairs, drive her wherever she had to go, and do any heavy work around the house. Over and above all that, however, the Pietersmas had loved each other very much and each of them had, throughout their married life, always considered the other to be his or her closest friend.

Explain, under the following headings, some of the likely results of the loss Mrs. Pietersma has experienced.

a. Grieving and Psychological Effects

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(There is more room for your answer on the next page.)

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- b. Possible Changes in Family Roles and Housing

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## c. Financial/Legal Considerations

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(There is more room for your answer on the next page.)

4. Ms. Watkins has worked all her life as a librarian at the small college in her community. She's currently 60 years old, which means that in another five years she'll be forced to retire, according to a clause in her collective agreement. Ms. Watkins has never married, and she has no children; the idea of a forced retirement worries her. What will she do? How will she fill in the time? Will she feel useless and washed up—of no more use to society?

Ms. Watkins has come to you for advice. Your job is to answer the following questions for her in as helpful a way as possible.

- a. Is it legal for the college to force her to retire if she doesn't want to and can still do her job effectively? Explain your answer.

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- b. If she must retire, suggest some things that she can do at that time to stay usefully active, keep mentally and physically fit, and retain her sense of usefulness.

- (3) c. Is there anything that she could be doing now to prepare for retirement? If so, offer some suggestions.

(5)

5. Whose thoughts on aging and disengagement do you think make the most sense, Havighurst's or Cummings and Henry's? Explain your answer, along with your reasons for taking this position.

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